DOCUMENT RESUME

ED 457 108 SO 032 998

TITLE	Teaching about September 11th and Its Aftermath. C-SPAN in the Classroom.
INSTITUTION	C-SPAN, Washington, DC.
PUB DATE	2001-09-00
NOTE	17p.
AVAILABLE FROM	For full text: http://c-span.org/classroom/sept11_about.asp.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Aggression; Classroom Techniques; Critical Thinking; *International Crimes; Learning Activities; Public History; Secondary Education; Social History; *Terrorism
IDENTIFIERS	C SPAN; *September 11th Attacks

ABSTRACT

The events of and since September 11, 2001 have had an immeasurable impact on all facets of people's lives, especially in the United States. The loss of human life, threatened public safety, and the impact of a military response are just some of the issues concerning U.S. citizens and public officials. This C-SPAN in the Classroom series offers sets of materials designed to foster critical thinking about the aftermath of the terrorist attacks on September 11, 2001. The materials offer: focused topics of inquiry; direct access to current information via C-SPAN; and a variety of viewpoints. Each set of materials is comprised of three components: topic description, C-SPAN video, and discussion questions. The suggested discussion questions in this set of materials are supplied as a starting point for exploration by teachers and students. Lesson plans are: "Am I Safe?" "How Should the U.S. Respond?" "How Should We Address Cultural Misunderstanding?" "What Are the Economic Repercussions?" "Why Is the U.S. a Target?" and "How are Other Countries Playing a Role?" (BT)

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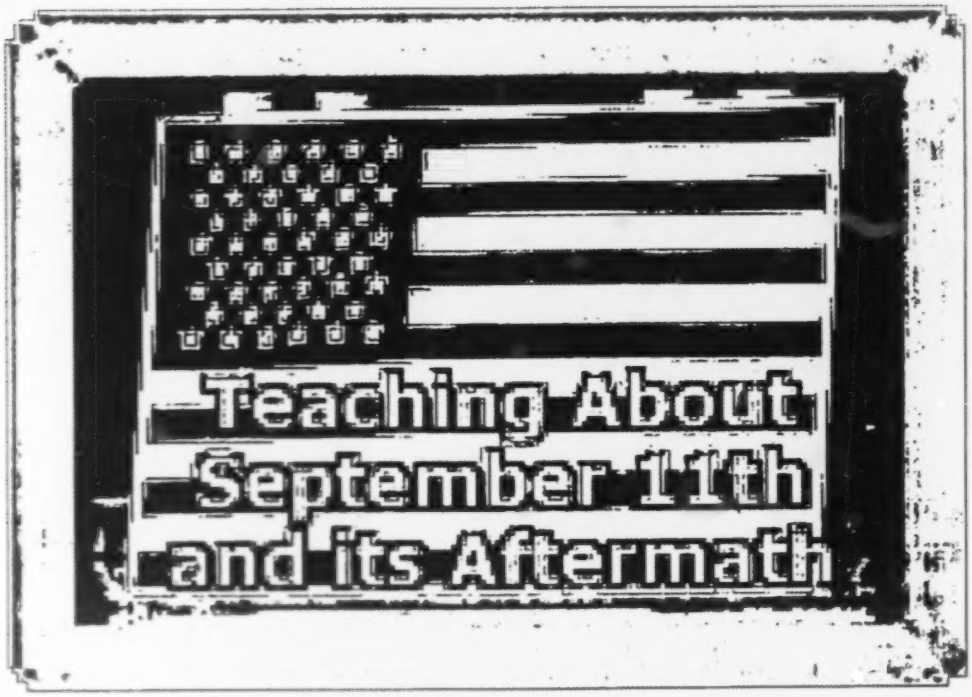

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September 2001

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About the Teaching Series

This C-SPAN in the Classroom series offers sets of materials designed to foster critical thinking and learning about the aftermath of September 11th. The materials offer:

- focused topics of inquiry
- direct access to current information via C-SPAN
- a variety of viewpoints

Each set of topic materials is comprised of three components: description, C-SPAN video and discussion questions. Topics may be added or deleted as current events demand. Components may also be revised or updated.

Topic Descriptions
Each topic includes a description that briefly outlines the focus of study. The initial topics were chosen because they mirror the questions that are among the most pressing in classrooms today; additional subjects may be added as events unfold.

C-SPAN Video
You'll see a sample of programs from C-SPAN's online archives. Programs were chosen using the following criteria: the majority of the program's content matches the topic; each offers a different viewpoint; each selected program offers a primary source video record with information that allows students to think critically about the topic.

C-SPAN in the Classroom offers a sample of programs on each topic and students and teachers can explore other programs in the complete archives. All programs are archived in their entirety and can be viewed online with RealPlayer. Their running times vary in length and it is possible, using RealPlayer, to fast forward, pause, or rewind the programs.

Discussion Questions
The suggested discussion questions are supplied as a starting point for your exploration with students.

Dear Educator

The events of and since September 11th, 2001 have had an immeasurable impact on all facets of our lives. At C-SPAN, we watched it unfold, both on our televisions, and right here, in Washington, DC, where we live and work. The loss of human life, threatened public safety and the impact of a military response are just some of the issues concerning our citizens and public officials now and may for the weeks and months ahead.

So too have teachers and students raised urgent questions about complex or unfamiliar topics such as intelligence gathering, terrorist cells, U.S. relationships with Pakistan and Afghanistan. Issues with moral and philosophical underpinnings such as war, retaliation, and discrimination have come to the fore as well.

It is not clear what will happen next. As the leaders in our country move to unify our national response, teachers and students can engage in lessons that will allow students to think critically about current events. Doing so requires current information from a variety of viewpoints. C-SPAN in the Classroom is committed to offering you those resources.

First, C-SPAN programming offers you primary source video-unedited, balanced and without commentary. C-SPAN airs complete administration briefings, congressional hearings, press conferences, panel discussions, international broadcasts and more. Through the Washington Journal, our daily look at the news of the day, public officials, scholars, members of interest groups and journalists take viewer calls and go behind the headlines. As an educator, you have the complete copyright clearance to videotape any C-SPAN-produced program, or watch live in your classroom. Even more accessible-our complete online video archives.

Second, because of the size and scope of program archives, C-SPAN in the Classroom has worked with classroom teachers to identify appropriate topics for classroom study. These focus areas address questions that may have been raised most often by your students, for example: Am I Safe?; How Should We Address Cultural Misunderstanding? And, they raise questions that require current information and balanced perspectives, for example: How Should the U.S. Respond? Topics are accompanied by C-SPAN video and discussion questions. Materials are available through our home page.

We will add to the topics and rotate in the most current video available to keep your classroom conversations current, relevant and productive. We invite you to e-mail us about your experiences exploring these topics in your classroom and welcome your suggestions on additional topics, questions or programs.

With best wishes,
Meg Steele
Manager, C-SPAN in the Classroom

Am I Safe?

The events of September 11th have caused many people to question their assumptions about public safety. What steps are being taken to prevent terrorism? How will air travel change? What threats might still exist? This topic also offers an opportunity to examine and understand what steps are being taken now to improve and maintain public safety in the United States.

Video List

Senate Judiciary Committee Hearing on Homeland Defense (9/25)
http://www.c-span.org/classroom/sept11_safe.asp

Transportation Hearing on Airport Security (9/25)
http://www.c-span.org/classroom/sept11_safe.asp

Transportation Secretary Mineta and Airline Officials (9/18)
http://www.c-span.org/classroom/sept11_safe.asp

Lt. General Russell Davis, National Guard, Chief (9/17)
http://www.c-span.org/classroom/sept11_safe.asp

Laura Bush Visit to hospital (9/12)
http://www.c-span.org/classroom/sept11_safe.asp

Search the Complete Archives - http://www.c-span.org/attacks/

Discussion Questions

1. What is "public safety?" Who is responsible for maintaining public safety? What expectations should citizens have of their government with regard to public safety? What responsibilities do individuals have?

2. List all of the ways the federal government works to maintain public safety. How is the federal government's responsibility different than that of your local police department?

3. Since September 11th, what specific steps have public officials taken to ensure the safety of people in their homes, on the streets, in their schools, work and other places?

4. What steps have been taken to ensure the safety of air travel?

5. What changes have been suggested for cooperation between law enforcement and national security forces? How might the addition of a cabinet-level office to oversee a coordinated strategy make a difference? What obstacles might this effort face?

How Should the U.S. Respond?

In response to the events of September 11th, the United States is building coalitions with other countries, deploying military troops and calling up reserves. Policy makers, interest groups and individuals are engaged in debates about methods, timing and outcomes. This topic will allow students to think critically about all the steps involved in determining and preparing a response to terrorism.

Video List

President Bush with Indonesian President (9/19)
http://www.c-span.org/classroom/sept11_respond.asp

Rep. Jerry Lewis (R-CA) (Chairman of House Appropriations Defense Subcommittee) from the Washington Journal (9/18)
http://www.c-span.org/classroom/sept11_respond.asp

Defense Week Panel (9/18)
http://www.c-span.org/classroom/sept11_respond.asp

James Kitfield, Foreign Affairs Correspondent, National Journal (9/17)
http://www.c-span.org/classroom/sept11_respond.asp

Jeffrey Richelson, The Wizards of Langley: Inside the CIA's Directorate of Science and Technology and James Bamford, Body of Secrets: Anatomy of the Ultra-Secret National Security Agency (9/16)
http://www.c-span.org/classroom/sept11_respond.asp

Search the Complete Archives
http://www.c-span.org/attacks/

Discussion Questions

1. What is "intelligence?" How is it gathered? Why is intelligence gathering an important component of our national defense? What emphasis is being placed on this tactic now?

2. What choices must the U.S. make in responding to terrorist attacks? What options are available with regard to: targets, timing, methods, alliances, etc.? Consider the pros and cons of various responses. What guidelines should the U.S. follow in military action?

3. To what degree should foreign countries either influence our decisions or aid our efforts in responding to the attacks?

4. What issues does the military face in preparing its troops? (i.e. monetary, resources, preparations, etc.)

5. How do the various branches of government work together to determine a response? How is public opinion being cultivated and considered?

How Should We Address Cultural Misunderstanding?

As a result of the terrorist attacks on September 11, 2001, some who are judged to be Arab or of Arab descent have become targets of harassment and violence by Americans. Increasingly over the last decade, state and federal legislatures and courts have struggled to identify the appropriate remedies for hate crimes without putting undue restrictions on free speech. This topic will help students learn how cultural misunderstandings can lead to bias-motivated intimidation and violence and consider the ways individuals and governments can respond.

Video List

Rep. Gregory Meeks (D-NY) News Conference with American Muslim Community (9/21)
http://www.c-span.org/classroom/sept11_culture.asp

ANA Television Network program "Aftermath of an American Tragedy" (9/18)
http://www.c-span.org/classroom/sept11_culture.asp

Presidential Visit to Islamic Center (9/17)
http://www.c-span.org/classroom/sept11_culture.asp

Yvonne Haddad, Georgetown University on Islam and Islamic Fundamentalism (9/14)
http://www.c-span.org/classroom/sept11_culture.asp

Search the Complete Archives - http://www.c-span.org/attacks/

Discussion Questions

1. Define, and give some examples of each of the following words: Stereotype, Racism, Prejudice, Bigotry, Discrimination, Bias. How do stereotypes form? Why are they prevalent in our relationships with one another? When, if ever, is it appropriate to rely on a stereotype? In general, do you think people in the United States are culturally tolerant? Why or why not?

2. To what degree is free speech protected within the United States? What is "hate" speech? Should it be protected? In what ways have state and federal legislatures moved recently to address hate crimes? Why has there been an increase in laws? Do hate crime laws prohibit free speech?

3. In what ways have people within the United States who are judged to be Arab, or of Arab descent been discriminated against in recent days? Why? Compare what is happening today to treatment of Japanese-Americans after Pearl Harbor.

4. Who is Osama bin Laden? In what ways might he be influenced by his own cultural and religious values, beliefs and practices? How do his views and behaviors differ from those of the majority of Muslims? Is it ever appropriate to make cultural assumptions or associations?

5. Discuss some ways information and education can help prevent discrimination. What can individuals do to prevent discrimination? What should the government do?

What are the Economic Repercussions?

The events that took place on September 11, 2001 could have financial repercussions for many businesses, industries and individuals. The federal government normally attempts to play a stabilizing role in the economy and some measures have already been taken to mitigate the negative effects on the economy and the airline industry. However, there will continue to be debates about the amount of aid, the allocation of resources and necessary degree of intervention from the federal government.

Video List

Interview with Employees at Reagan National Airport (9/21)
http://www.c-span.org/classroom/sept11_repercussions.asp

Senate Majority Leader Tom Daschle (D-SD), House Minority Leader Richard Gephardt (D-MO) and Airline Executive Leo Mullin (9/18)
http://www.c-span.org/classroom/sept11_repercussions.asp

AFL-CIO & U.S. Chamber of Commerce on Economic Rebuilding & Growth (9/17)
http://www.c-span.org/classroom/sept11_repercussions.asp

From the Washington Journal; Kevin Hassett, American Enterprise Institute; Dean Baker, Center for Economic and Policy Research (9/15)
http://www.c-span.org/classroom/sept11_repercussions.asp

Search the Complete Archives - http://www.c-span.org/attacks/index.asp

Discussion Questions

1. Name some kinds of businesses or specific industries that may have been financially affected by the terrorist attacks. What recourses do they have in recovering their losses? Should the federal government allocate emergency financial aid for any specific industries or businesses? If so, which ones and why?

2. Can you name any industries or businesses which have been positively impacted since September 11?

3. What about individuals who have been laid off? What kinds of programs already exist to help people in these situations? Should they receive any additional assistance?

4. How will changes in the stock market affect the U.S. and possibly world economy? What steps can and should the federal government make to impact the markets?

5. Where and when could individual consumers notice increased costs that have arisen form the terrorist attacks? What are ways the federal government could aid individual consumers at this time? Should the government take these steps?

Why is the U.S. a Target?

In the wake of violence on this scale the question "Why?" weighs heavily particularly because no group has claimed responsibility for the attacks on the U.S. Since the end of the Cold War, the United States has emerged as the one superpower, militarily, economically, and some would say culturally. What are the potential repercussions of such a status? And, while the focus of the investigation is on Osama bin Laden and his associated terrorist cells, a look at this man's previous actions and expressed attitudes toward the United States may offer some relevant background information.

Video List

Carnegie Endowment for International Peace Briefing on Osama bin Laden (9/17)
http://www.c-span.org/classroom/sept11_target.asp

Robin Wright, International Affairs Correspondent, Los Angeles Times (9/16)
http://www.c-span.org/classroom/sept11_target.asp

British House of Commons (9/14)
http://www.c-span.org/classroom/sept11_target.asp

President Bush Oval Office Address (9/11)
http://www.c-span.org/classroom/sept11_target.asp

Search the Complete Archives - http://www.c-span.org/attacks/index.asp

Discussion Questions

1. What is the value of exploring the reasons why the U.S. is a target? To what degree should our government consider that question when determining a response to the attack?

2. Is the United States automatically a target because of its powerful status in the international community? Explain.

3. What specific grievances has Osama bin Laden expressed against the United States? What is Afghanistan's position toward the U.S.? To what degree do their perspectives have merit? Why do they engage in terrorism as a tactic?

4. What is meant when George Bush and Tony Blair said freedom and democratic values are being attacked? Evaluate the merit of those statements.

5. Are individual Americans targets, the country as a whole, the government or something more vague such as "freedom?" Which of these entities is the federal government most concerned with defending as it moves forward in crafting policies and legislation in the aftermath of September 11th?

How Are Other Countries Playing a Role?

Internationally, the U.S. response since September 11th has focused on Central Asia and the Middle East. Some of the names and places, such as Iraq, Saddam Hussein and Saudi Arabia have been prominent in U.S. foreign policy in recent years. Others are less familiar to most in the U.S. Understanding the history and the interests of countries in those regions is integral to understanding the U.S. military, economic and diplomatic response.

Video List

Reza Pahlavi II, son of the former Shah of Iran (10/14)
http://www.c-span.org/classroom/sept11_regional.asp

Richard Murphy, former Asst. Sec. of State for Near Eastern Affairs (1983-1989) on countries which may play an important role in the current US-led conflict against terrorism. (10/11)
http://www.c-span.org/classroom/sept11_regional.asp

Speech by Lalit Mansingh, India's Ambassador to the United States (10/11)
http://www.c-span.org/classroom/sept11_regional.asp

Former Prime Minister of Pakistan Benazair Bhutto on "Democracy in Pakistan" (10/10)
http://www.c-span.org/classroom/sept11_regional.asp

Fiona Hill, Fellow, Brookings Institution Discussus five largely Muslim nations in Central Asia (10/3)
http://www.c-span.org/classroom/sept11_regional.asp

American University Discussion on "Afghanistan: Bin Laden, the Taliban, and Neighboring Countries" (9/28)
http://www.c-span.org/classroom/sept11_regional.asp

Search the Complete Archives http://www.c-span.org/terrorism/

Discussion Questions

1. How have recent military conflicts (post-World War II) in the region had an an impact on the nature of the current regional alliances in the Middle East and Central Asia?

2. What internal conditions might determine the nature of a country's alliances? Consider how the impact of religion, culture, natural resources, political climate and other factors can determine a country's willingness or ability to form alliances.

3. Are two countries more likely to be allies simply because they share a physical boundary, or are in the same geographic region? How might a geographic boundary be a disincentive for an alliance? Apply your conclusions to pairs of countries in the Middle East and Central Asia.

4. What has been the nature of the U.S. involvement in the Middle East (post-World War II)? In Central Asia? How is our current foreign policy impacted by our past relationships? Consider especially U.S. relationships with: Saudi Arabia, Russia, Iraq, Pakistan, Iran, Uzbekistan and Israel.

5. What regional conflicts has the U.S. had to consider when determining a response to September 11th? Consider especially the relationships between Russian and Afghanistan; Pakistan and India; Iraq and Iran.

6. What shifts in regional alliances can already be observed? What repercussions might the governments in countries like Pakistan and Uzbekistan face for cooperating with the U.S.? When forming any kind of coalition with the U.S., what dilemmas do leaders face? How might their cooperation lead to conflict within their own countries, or in their regional alliances?